

## References

- Allen, I. E., & Seaman, J. (2011). Going the distance: Online education in the United States, 2011. Babson Survey Research Group and Quahog Research Group, LLC.
- Allen, I. E., Seaman, J., Lederman, D., & Jaschik, S. (2011). Conflicted: Faculty and online education, 2012. Babson Survey Research Group and Quahog Research Group, LLC.
- Arbuckle, J. L. (2008). Amos (Version 17.0.2) [Computer Program]. Chicago: SPSS.
- Battistich, V., Solomon, D., Watson, M., & Schaps, E. (1997). Caring school communities. *Educational Psychologist, 32*, 137-151.
- Beins, B. C. (2011). A brief stroll down random access memory lane: Implications for teaching with technology. In D. S. Dunn, J. H. Wilson, J. E. Freeman, & J. R. Stowell (Eds.) *Best Practices for Technology-Enhanced Teaching and Learning* (pp. 35-51). New York: Oxford University Press.  
<https://doi.org/10.1093/acprof:osobl/9780199733187.003.0003>
- Benson, T. A., Cohen, A. L., & Buskist, W. (2005). Rapport: Its relation to student attitudes and behaviors toward teachers. *Teaching of Psychology, 32*, 237-239.
- Bergin, C. & Bergin, D. (2009). Attachment in the classroom. *Educational Psychology Review, 21*, 141-170. <https://doi.org/10.1007/s10648-009-9104-0>
- Buskist, W., & Saville, B. K. (2001). Rapport-building: Creating positive emotional contexts for enhancing teaching and learning. *APS Observer, 14*(3), 12-13.
- Buskist, W., Sikorski, J., Buckley, T., & Saville, B. K. (2002). Elements of master teaching. In S. F. Davis & W. Buskist (Eds.), *The Teaching of Psychology: Essays in Honor of Wilbert J. McKeachie and Charles L. Brewer* (pp. 27-39). Mahwah, NJ: Lawrence Erlbaum Associates, Inc.
- Clark, R. K., Walker, M., & Keith, S. (2002). Experimentally assessing the student impacts of out-of-class communication: Office visits and the student experience. *Journal of College Student Development, 43*, 824-837.
- Creasey, G., Jarvis, P., & Gadke, D. (2009). Student attachment stances, instructor immediacy, and student-instructor relationships as predictors of achievement expectancies in college student. *Journal of College Student Development, 50*, 353- 372. <https://doi.org/10.1353/csd.0.0082>
- Creasey, G., Jarvis, P., & Knapcik, E. (2009). A measure to assess student-instructor relationships. *International Journal for the Scholarship of Teaching and Learning, 3*, 1-7. <https://doi.org/10.20429/ijstl.2009.030214>
- Dunn, D. S., Wilson, J. H., & Freeman, J. E. (2011). Approach or avoidance? Understanding technology's place in teaching and learning. In D. S. Dunn, J. H. Wilson, J. E. Freeman, & J. R. Stowell (Eds.) *Best Practices for Technology-Enhanced Teaching and Learning* (pp. 17-34). New York: Oxford University Press.  
<https://doi.org/10.1093/acprof:osobl/9780199733187.003.0002>
- Gillespie, M. (2005). Student-teacher connection: A place of possibility. *Journal of Advanced Nursing, 52*, 211-219. <https://doi.org/10.1111/j.1365-2648.2005.03581.x>
- Granitz, N. A., Koernig, S. K., & Harich, K. R. (2009). Now it's personal: Antecedents and outcomes of rapport between business faculty and their students. *Journal of Marketing Education, 31*, 52-65. <https://doi.org/10.1177/0273475308326408>

- Gurung, R. A. R., Daniel, D. B., & Landrum, R. E. (2012). A multisite study of learning in introductory psychology courses. *Teaching of Psychology, 39*, 170-175.  
<https://doi.org/10.1177/0098628312450428>
- Hattie, J. A. C. (2009). *Visible Learning: A Synthesis of over 800 Meta-analyses relating to Achievement*. New York: Routledge.
- Helms, J. L., Marek, P., Randall, C. K., Rogers, D. T., Tagliabue, L. A., & Williamson, A. L. (2011). Developing an online curriculum in psychology: Practical advice from a departmental initiative. In D. S. Dunn, J. H. Wilson, J. E. Freeman, & J. R. Stowell (Eds.) *Best Practices for Technology-Enhanced Teaching and Learning* (pp. 53-71). New York: Oxford University Press.  
<https://doi.org/10.1093/acprof:osobl/9780199733187.003.0004>
- Jackson, D. L., Gillasp, J. A., & Purc-Stephenson, R. (2009). Reporting practices in confirmatory factor analysis: An overview and some recommendations. *Psychological Methods, 14*(1), 6-23. <https://doi.org/10.1037/a0014694>
- Juvonen, J. (2006). Sense of belonging, social bonds, and school functioning. In P. A. Alexander & P. H. Winne (Eds.) *Handbook of Educational Psychology* (pp. 655-674). Mahwah, NJ, US: Lawrence Erlbaum Associates Publishers.
- Kupczynski, L., Ice, P., Wiesenmayer, R., & McCluskey, F. (2010). Student perceptions of the relationship between indicators of teaching presence and success in online courses. *Journal of Interactive Online Learning, 9*, 23-43.
- Lammers, W. J. (2012). Student-Instructor rapport: Teaching style, communication, and academic success. Presented at Southwestern Psychological Association, Oklahoma City, OK.
- Legg, A. M., & Wilson, J. H. (2009). E-mail from professor enhances student motivation and attitudes. *Teaching of Psychology, 36*, 205-211.  
<https://doi.org/10.1080/00986280902960034>
- Murphy, E., & Rodríguez-Manzanares, M. (2012). Rapport in Distance Education. *International Review of Research In Open & Distance Learning, 13*, 167-190.  
<https://doi.org/10.19173/irrodl.v13i1.1057>
- Myers, S. A. (2004). The relationship between perceived instructor credibility and college student in-class and out-of-class communication. *Communication Reports, 17*, 129- 137. <https://doi.org/10.1080/08934210409389382>
- Meyers, S. A. (2008). Working alliances in college classrooms. *Teaching of Psychology, 35*, 29-32. <https://doi.org/10.1080/00986280701818490>
- Moore, M. G., & Kearsley, G. (2012). *Distance education: A systematic view of online learning* (3rd Edition). Belmont, VA: Wadsworth Cengage Learning.
- Myers, S. A., Martin, M. M., & Knapp, J. L. (2005). Perceived instructor in-class communicative behaviors as a predictor of student participation in out of class communication. *Communication Quarterly, 53*, 437-450.  
<https://doi.org/10.1080/01463370500102046>
- Pascarella, E. T. & Terenzini, P. T. (2001). Student-faculty and student-peer relationships as mediators of the structural effects of undergraduate residence arrangement. *Journal of Educational Research, 73*, 344-353.  
<https://doi.org/10.1080/00220671.1980.10885264>
- Reio Jr., T. G., Marcus, R. F., & Sanders-Reio, J. (2009). Contribution of student and instructor relationships and attachment style to school completion. *The Journal*

of *Genetic Psychology*, 170, 53-71. <https://doi.org/10.3200/GNTP.170.1.53-72>

- Reis-Bergan, M., Baker, S. C., Apple, K. J., & Zinn, T. E. (2011). Faculty-student communication: Beyond face to face. In D. S. Dunn, J. H. Wilson, J. E. Freeman, & J.R. Stowell (Eds.) *Best Practices for Technology-Enhanced Teaching and Learning* (pp. 73-85). New York: Oxford University Press. <https://doi.org/10.1093/acprof:osobl/9780199733187.003.0005>
- Sher, A. (2009). Assessing the relationship of student-instructor and student-student interaction to student learning and satisfaction in web-based online learning environment. *Journal of Interactive Online Learning*, 8, 102-120.
- Sull, E. (2006). Establishing a solid rapport with online students. *Online Classroom*, 6-7.
- Wentzel, K. R. (2009). Students' relationships with teachers as motivational contexts. In K. R. Wentzel, & A. Wigfield, (Eds.) *Handbook of Motivation at School* (pp. 301-322). New York, NY, US: Routledge/Taylor & Francis Group.
- Wigfield, A., Cambria, J., & Eccles, J. S. (2012). Motivation in education. In R. M. Ryan (Ed.), *The Oxford Handbook of Human Motivation* (pp. 463-478). New York, NY, US: Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780195399820.013.0026>
- Wilson, J. H. (2006). Predicting student attitudes and grades from perceptions of instructor's attitudes. *Teaching of Psychology*, 33, 91-95. [https://doi.org/10.1207/s15328023top3302\\_2](https://doi.org/10.1207/s15328023top3302_2)
- Wilson, J. H. & Locker Jr., L. (2007). Immediacy scale represents four factors: Nonverbal and verbal components predict student outcomes. *Journal of Classroom Interaction*, 42, 4-10.
- Wilson, J. H., Naufel, K. Z., & Hackney, A. A. (2011). A social look at student-instructor interactions. In D. Mashek & E. Yost Hammer, (Eds.) *Empirical Research in Teaching and Learning: Contributions from Social Psychology* (pp. 32-50). Wiley-Blackwell Publishing Ltd. <https://doi.org/10.1002/9781444395341.ch2>
- Wilson, J. H., & Ryan, R. G. (2012). Developing student-teacher rapport in the undergraduate classroom. In W. Buskist & V. Benassi (Eds.) *Effective College and University Teaching: Strategies and Tactics for the New Professoriate* (pp. 81-89). Thousand Oaks, CA, US: Sage Publications, Inc. <https://doi.org/10.4135/9781452244006.n9>
- Wilson, J. H. & Ryan, R. G. (2013). Professor-Student Rapport Scale: Six items predict student outcomes. *Teaching of Psychology*, 40, 130-133. <https://doi.org/10.1177/0098628312475033>
- Wilson, J. H., Ryan, R. G., & Pugh, J. L. (2010). Professor-student rapport scale predicts student outcomes. *Teaching of Psychology*, 37, 246-251. <https://doi.org/10.1080/00986283.2010.510976>
- Wilson, J. H., Smalley, K. B., & Yancey, C. T. (2012) Building relationships with students and maintaining ethical boundaries. In R. E. Landrum & M. A. McCarthy (Eds.) *Teaching Ethically: Challenges and Opportunities* (pp. 139-150). Washington, DC, US: American Psychological Association. <https://doi.org/10.1037/13496-012>
- Wilson, J. H. & Wilson, S. B. (2007). The first day of class affects student motivation: An experimental study. *Teaching of Psychology*, 34, 226-230. <https://doi.org/10.1080/00986280701700151>

Wilson, J. H., Wilson, H. B., & Legg, A. M. (2012). Building rapport in the classroom and student outcomes. In Schwartz, B. M. & Gurung, R. A. R. (Eds.), *Evidence-Based Teaching for Higher Education* (pp. 23-37). American Psychological Association: Washington, D.C. <https://doi.org/10.1037/13745-002>